**Lesson Plan Format**

**Teacher Candidate Ashley George Grade Level 5th grade Date of lesson December 18, 2011**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

**Standard:**

**5SS3: Students describe the cooperation and conflict that existed among**

**the American Indians and between the Indian nations and the new settlers.**

Components:

5SS3.a: Evaluate the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.

5SS3.b: Evaluate the cooperation that existed between the colonists and Indians during the 1600s and 1700s.

Examples: agriculture, the fur trade, military alliances, treaties, and cultural

interchanges

**5SS4: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.**

Components:

5SS4.a: Explain the influence of location and physical setting on the founding of the original thirteen colonies and the American Indian nations inhabiting these areas.

**Language Arts:**

Standard:

5E3b: Applications

Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing

Components:

5E3b.2: Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

5E3b.3: Deliver informative presentations about an important idea, issue, or event by the following means: frame questions to direct the investigation; establish a controlling idea or topic; and develop the topic with simple facts, details, examples, and explanations.

5E3b.4: Deliver oral responses to literature that summarize important events and details, demonstrate an understanding of several ideas or images communicated by the literary work and use examples from the work to support conclusions.

Unit Goal:

Students will be able to identify the reasons why the colonists came to the New World. They will be able to determine what set of Native Americans were in the area before the settlers arrived. Students will be able to provide information on one Native American and one colonist from their colony.

Skills:

Use technology to gather information

Knowledge:

Find facts about their specific colonists and Native American.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Students have been researching their colonists and Native American that they have chosen. They have an understanding of who they were and what significance they had with the colonization. They have been working on their PowerPoint presentations as the final product.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

Students will be able to deliver their presentations orally the describe all the information about their colony region, colonists, and Native American.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Students will be assessed on their final PowerPoint presentation. They must have all the information from the rubric that the class has compiled.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

Computer

Artifacts the students brought in

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

Direct Instruction – I will be giving a lesson to the class about a good presentation. Students will also be involved in active learning since they will be taking turns modeling to their peers. Having students involved in active learning they are enthusiastic about the material and retaining the information.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

In front of the class, I will start to talk in a very low voice so no one but the people in front of me can hear me. When the rest of the class realizes that I am talking and quiet down I will ask, “Can we do that?” At this point the students will be confused. I will then say, “This is why it’s important to know how to give a good presentation.”

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

Mini Lesson: How to give a good presentation

I will explain to the students that in order to have a good presentation we have to project our voices so even those in the back can hear them. I will give an example of what this sounds like and what it does not sound like both whispering and talking very loudly. I will also show how to hold yourself during a presentation and that we must not slump over or lean on a desk that we stand straight. I will have a few student volunteers come up and model this for the class after I have modeled it for them.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

The students will start giving their oral presentations as well as present their artifacts that they have made. I will place all the artifacts my students made, based on their regions, on our book shelves for everyone to see. At the end of everyone’s presentations, we will have a walkthrough of everyone’s creation.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Hunter | Speech disorder  He has a stuttering issue | Allow him extra time to present his presentation and help him with any word he might not be able to say. |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?